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ABSTRACT

The workbook for foreign students attending U.S. universities is divided into three parts. The first part, "Planning Your Program," is designed to be completed shortly after arriving on campus and asks the student to think about his/her reasons for being in the United States, goals, expectations of others, and how academic work will apply when returning home. Worksheets are provided for planning a budget, thinking about the financial realities at home, and making the most of financial resources available in the United States. Part Two, "Building a Professional Network," is designed to help the student gather and catalog information in a systematic way during his/her stay in the United States. It also encourages staying in contact with families and past or prospective employers. Part Three, "Preparing To Go Home," is designed to be completed during the last few months in the United States and covers practical aspects such as packing and completing one's work, and personal aspects such as thinking through the changes made while living in the United States and how the changes will affect the student on his/her return home. A bibliography of 21 items is included. (DB)

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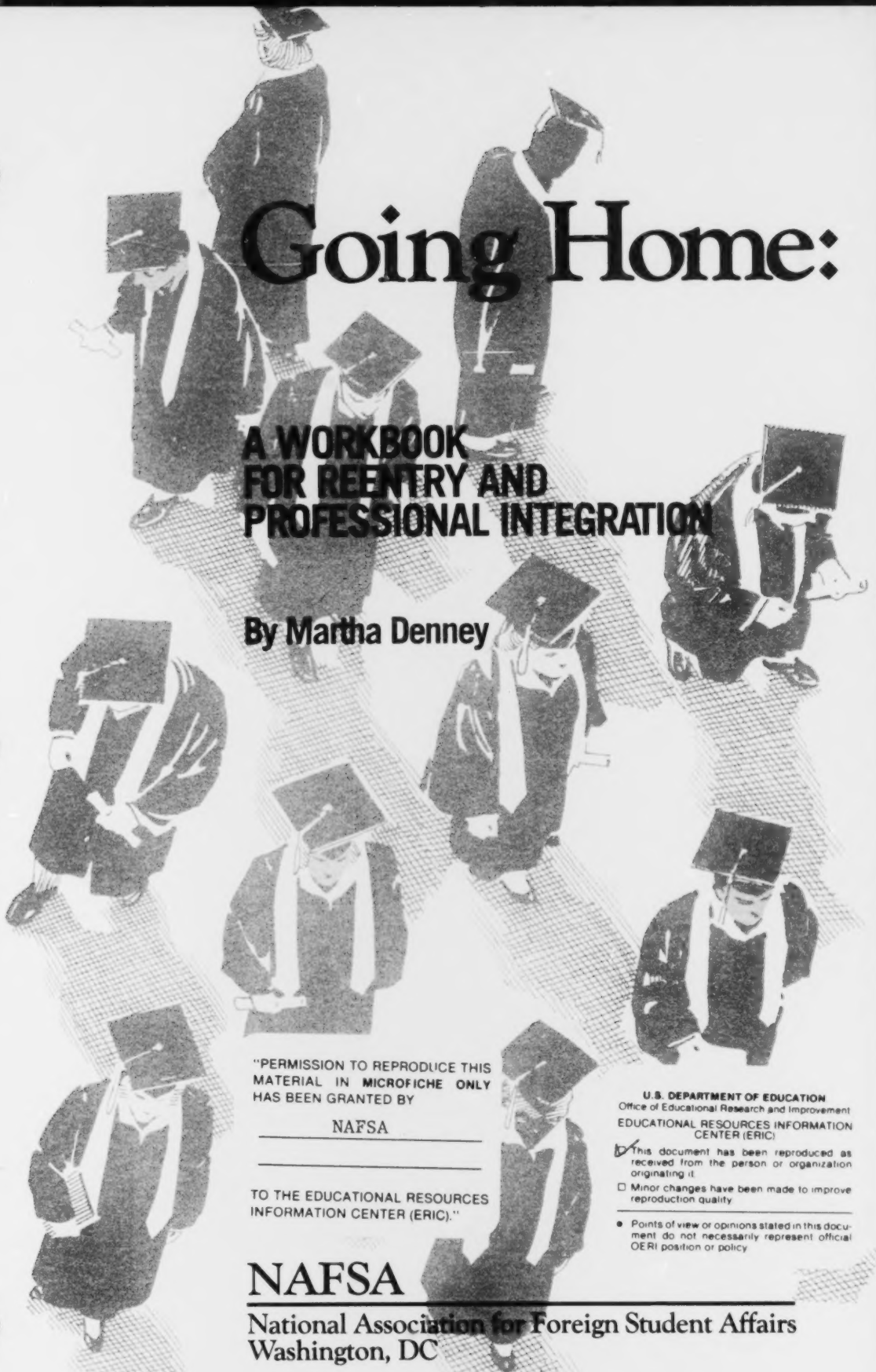

Going Home:

A WORKBOOK FOR REENTRY AND PROFESSIONAL INTEGRATION

By Martha Denney

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GOING HOME: A WORKBOOK FOR REENTRY AND PROFESSIONAL INTEGRATION

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This workbook has been designed to accompany the following three publications: Helping Them Home: A Guide for Leaders of Professional Integration and Reentry Workshops, Professional Integration: A Guide for Students from the Developing World, and "Professional Integration: For a Smooth Passage Home" (video). All publications in the series are available from the National Association for Foreign Student Affairs.

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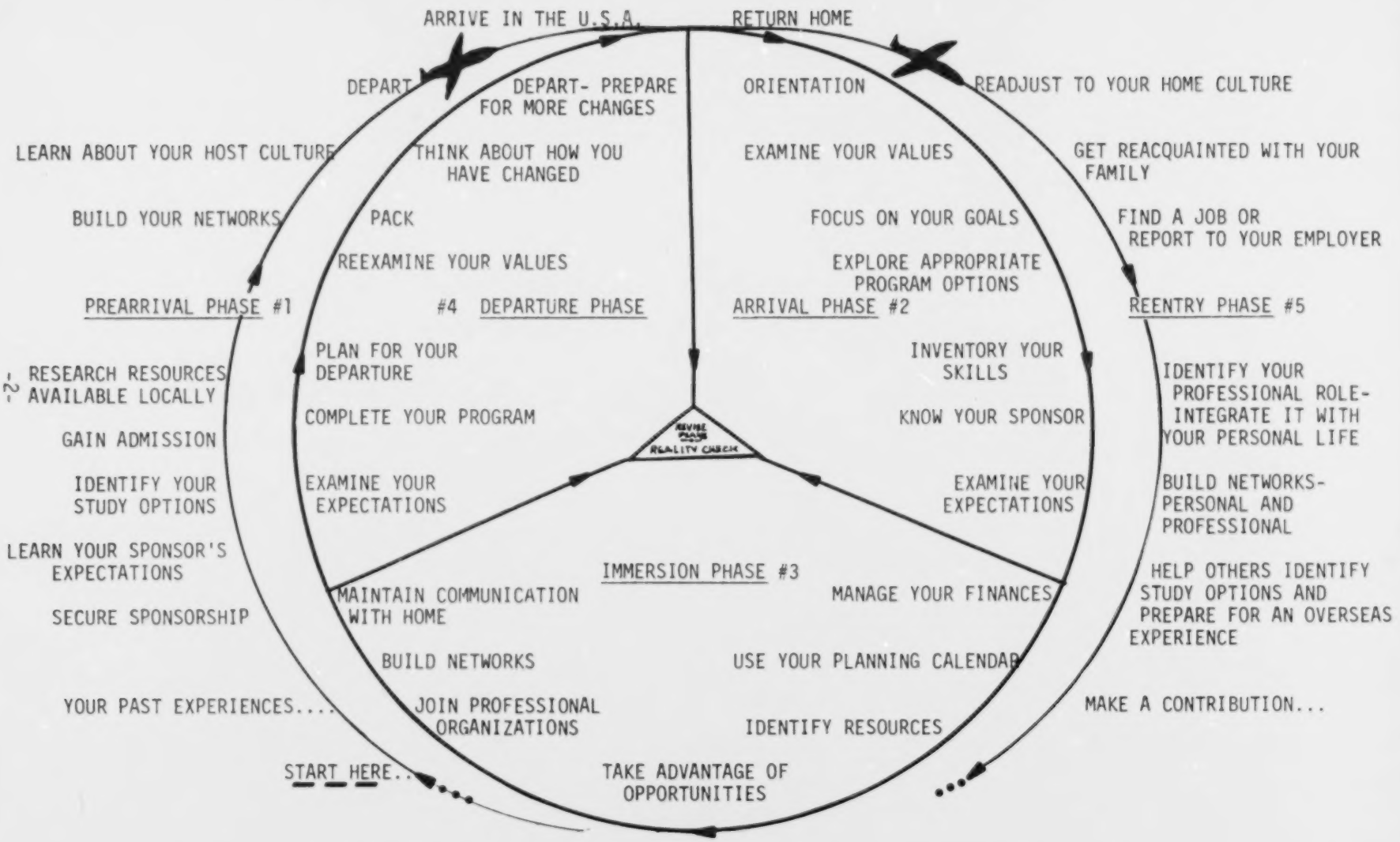
Introduction

THE STUDY-ABROAD PROCESS: A Model



ULTIMATELY, YOU MUST ACCEPT RESPONSIBILITY FOR THE SUCCESS OR FAILURE OF YOUR PROGRAM.

ARE YOU MANAGING YOUR T[illegible] AND RESOURCES EFFECTIVELY?

HOW TO USE THIS WORKBOOK

A workbook is exactly what it implies...a book that poses questions for you to work on. It is also a book for you to work in. For it to be helpful you must take time to think about the exercises within and write information in an organized way so that it will be useful for you in the future.

Part One, Planning Your Program, is designed to be worked on shortly after you arrive on campus in the United States, preferably within your first semester on campus. At that time you are probably still deciding upon a final course of study, selecting classes and even your committee. The workbook asks you to think about why you are here, what you wish to accomplish during your program, what expectations others have of you, and of course how your academic work will meet your needs when you return home. In addition, Part One provides you with worksheets for planning a budget, thinking about the financial realities when you return home and worksheets to help you make the most of the financial resources you have while you are here.

Part Two, Building a Professional Network, is designed to help you gather and catalog information in a systematic way so you can use it easily when you return home. It also includes a section on communication with home. Staying in touch with your family and past or prospective employers is an important step for easing the process referred to as "Professional Integration"...or using your foreign education in a positive and productive way once you return to work at home. Part Two should be a part of your weekly routine. Rather than collect little bits of paper here and there, you can have a central location for cataloging information that will be very useful to you when you return home.

Part Three, Preparing to Go Home, is designed to be completed during your last few months in this country. It is important for you to prepare for your return home, both physically (packing, finishing your paper, etc.) and mentally. The exercises are important to help you think through the changes you have made while you were living in the U.S.A., and how those changes affect your return home.

Going Home is designed to be a tool to help you plan ahead. Planning is a necessary and very important aspect of every successful program, and we want you to be successful both here and as a professional when you return home.

Part I Planning Your Program

WHAT DID YOU EXPECT?

Give three examples of what others told you to expect to find when you got to the United States:

1. WHO: _____ WHAT THEY SAID: _____

_____

_____

_____

_____

2. WHO: _____ WHAT THEY SAID: _____

_____

_____

_____

_____

3. WHO: _____ WHAT THEY SAID: _____

_____

_____

_____

_____

What were your own expectations of what the United States would be like? Describe them below:

_____

_____

_____

_____

_____

_____

_____

_____

WHAT DID YOU EXPECT?, continued:

What really surprised or shocked you about the U.S.A. when you first came here?

Why were you surprised?

How has your view of the United States changed since you came here?

Why?

WHAT DID YOU EXPECT?

Why do you think it is important to discuss your expectations about the United States? Do your expectations have an impact on your study program?

Expectations can be good and bad. They sometimes cause us to expect things that simply cannot happen. Sometimes they help us prepare for what we are to find as we begin new journeys. Expectations are good when they help us prepare, but they can be very damaging when they rob us of our flexibility and willingness to face new situations with a sense of learning and adventure. Adapting to a new culture can be a difficult and very personal experience; it will undoubtedly change your life in subtle ways.

Examine your expectations, and the expectations that others have of you. If you can clarify why you are here, and what you hope to achieve through your study program, it may help you integrate your American education with your personal and professional roles at home.

ON REALITY AND RESPONSIBILITY

ULTIMATELY, YOU ARE RESPONSIBLE TO MAKE YOUR PROGRAM A SUCCESS.

REALITIES:

America is not utopia; it can, however, offer you opportunities for learning if you choose to take advantage of them.

You will probably not accomplish everything you hope to.

Your program may not offer you all of the experiences you need or want; you will need to exert effort to find opportunities to meet your needs.

You will probably not have the time and money to do and buy everything that you would like.

You will experience failure as well as success, but you will learn from both.

Your degree will not be the answer to all of your problems, but hopefully it will help you accomplish your goals.

You must be responsible for communicating your educational needs to your advisor and working with him/her to meet them, within the boundaries that your institution and your sponsor have defined.

YOUR RESPONSIBILITIES:

Take advantage of opportunities for learning when they come your way.

Accept the United States as you find it; adopting those things that are helpful to you and rejecting those things that are not.

Learn about American culture, using your knowledge to evaluate your American education and how it will fit with the realities of your home country.

Search out opportunities to enhance your learning.

Risk breaking away from the comfort and security of your circle of fellow countrymen so you can learn more about the American people and those from countries other than your own.

Maintain a strong sense of your own culture while remaining open to learning about other cultures.

Make every effort to make your program a success.

Set realistic and attainable goals for your stay in the United States, adjusting them and setting higher goals as necessary.

Be able to laugh at yourself and with others....in other words, don't take everything too seriously!

WHAT YOU VALUE MAKES A DIFFERENCE

What we value is tied to our culture, as well as to our own personal goals. New experiences shape our attitudes and values, and therefore the experience of living in a foreign culture can change the way we view the world, and our values.

The following values exercise is designed to help you identify the contrast areas that exist between values held important in one culture, and those held to be important in another. Assign a number to each of the contrast areas listed...the total of which must equal ten.

A second copy of this exercise is provided so you can repeat it before you return home, and examine how your attitudes and values may have changed during your stay in the United States.

VALUE ORIENTATION CONTRASTS

Adapted from Janet and Milton Bennett, Intercultural Communication Training

Assign each pair of value contrasts listed below a number, the sum of which must equal 10. Indicate how you personally feel about each of the value contrasts listed. For example, you may feel that you are most comfortable with a group orientation, so you would assign it a number 8, while you are less comfortable with the individual orientation so you would assign it a 2. The total of the two numbers must equal 10. There are no right or wrong answers to this exercise, just as values cannot be judged in terms of "right" or "wrong".

1. _____ I am more comfortable identifying with a group.
   _____ I am more comfortable identifying as an individual.

2. _____ I think there is greater value in thinking.
   _____ I think there is greater value in doing.

3. _____ I am comfortable with the emphasis on competition.
   _____ I am comfortable with the emphasis on cooperation.

4. _____ I am part of a rigid class system.
   _____ I am not a part of any class system.

5. _____ I believe in equality in role relationships.
   _____ I believe there is nonequality in role relationships.

6. _____ I believe time is to be enjoyed.
   _____ I believe time is to be controlled.

VALUE ORIENTATION CONTRASTS, continued.

7. _____ I think I should be direct in interpersonal encounters.
   _____ I think I should be indirect in interpersonal encounters.

8. _____ Man is in harmony with nature.
   _____ Man controls nature.

9. _____ Man is innovative.
   _____ Man is slow to change.

10. _____ I tend to think in direct thought patterns.
    _____ I tend to think in indirect thought patterns.

11. _____ Fate determines my future.
    _____ Work determines my future.

12. _____ Success is determined by the accumulation of material goods.
    _____ Success is determined by harmony with others.

13. _____ Life is slow paced.
    _____ Life is fast paced.

14. _____ I am most comfortable with formality in behavior.
    _____ I am most comfortable with informality in behavior.

15. _____ I feel that the majority of my relationships are superficial.
    _____ I feel that the majority of my relationships are deep.

16. _____ I would need a mediator to reach reconciliation in a dispute.
    _____ I would need to reach reconciliation in a dispute through direct negotiation.

17. _____ As a person at the "top" I must accept responsibility.
    _____ As a person at the "top" I must find who is to blame at the lower levels.

18. _____ My extended family influences my life most.
    _____ My nuclear family influences my life most.

VALUES ORIENTATION

Cultural values have been defined as attitudes which predispose an individual to action. Do you feel that what motivates you to action might have been altered by your stay in the United States? In what ways?

How do you think changes might impact your relationships with your family?

How do you think changes might impact your professional relationships?

Think of ways you might prepare yourself for coping with these changes.

VALUE ORIENTATION CONTRASTS MAP

Map the results of your first value orientation contrast using an X to indicate the results.

1.	Group Identification	[1[2[3[4[5[6[7[8[9[10]
	Individual Identification	[1[2[3[4[5[6[7[8[9[10]
2.	Greater Value in Thinking	[1[2[3[4[5[6[7[8[9[10]
	Greater Value in Doing	[1[2[3[4[5[6[7[8[9[10]
3.	Emphasis on Competition	[1[2[3[4[5[6[7[8[9[10]
	Emphasis on Cooperation	[1[2[3[4[5[6[7[8[9[10]
4.	Rigid Class System	[1[2[3[4[5[6[7[8[9[10]
	No Class System	[1[2[3[4[5[6[7[8[9[10]
5.	Equality in Role Relationships	[1[2[3[4[5[6[7[8[9[10]
	Inequality in Role Relationships	[1[2[3[4[5[6[7[8[9[10]
6.	Time is to be Enjoyed.	[1[2[3[4[5[6[7[8[9[10]
	Time is to be Controlled.	[1[2[3[4[5[6[7[8[9[10]
7.	Directness in Interpersonal Encounters.	[1[2[3[4[5[6[7[8[9[10]
	Indirectness in Interpersonal Encounters.	[1[2[3[4[5[6[7[8[9[10]
8.	Man is in Harmony with Nature	[1[2[3[4[5[6[7[8[9[10]
	Man Controls Nature.	[1[2[3[4[5[6[7[8[9[10]
9.	Man is Innovative.	[1[2[3[4[5[6[7[8[9[10]
	Man is Slow to Change.	[1[2[3[4[5[6[7[8[9[10]
10.	Direct Thought Patterns	[1[2[3[4[5[6[7[8[9[10]
	Indirect Though Patterns	[1[2[3[4[5[6[7[8[9[10]
11.	Fate Determines Future	[1[2[3[4[5[6[7[8[9[10]
	Work Determines Future	[1[2[3[4[5[6[7[8[9[10]
12.	Success means material accumulation.	[1[2[3[4[5[6[7[8[9[10]
	Success means harmony with others	[1[2[3[4[5[6[7[8[9[10]
13.	Life is slow paced	[1[2[3[4[5[6[7[8[9[10]
	Life is fast paced	[1[2[3[4[5[6[7[8[9[10]
14.	Formality	[1[2[3[4[5[6[7[8[9[10]
	Informality	[1[2[3[4[5[6[7[8[9[10]
15.	Superficial Relationships	[1[2[3[4[5[6[7[8[9[10]
	Deep Relationships	[1[2[3[4[5[6[7[8[9[10]
16.	Mediator for Disputes	[1[2[3[4[5[6[7[8[9[10]
	Direct Reconciliations	[1[2[3[4[5[6[7[8[9[10]
17.	Person at the "top" responsible	[1[2[3[4[5[6[7[8[9[10]
	Person at the bottom to blame	[1[2[3[4[5[6[7[8[9[10]
18.	Extended family is influential	[1[2[3[4[5[6[7[8[9[10]
	Nuclear family is influential	[1[2[3[4[5[6[7[8[9[10]

WHY SHOULD I THINK ABOUT GOING HOME NOW? IT SEEMS LIKE I JUST ARRIVED!

When you first arrive in the United States a year or two years (or more) seems like an eternity! As you settle in, however, you become busy with your program and time takes on a different perspective. You may find that two years seems too short to accomplish what you are being asked to do.

Good planning is a necessary part of the successful completion of any program, and setting goals is an important component of good planning. Students often say that they get so involved in the day-to-day demands of their program that they forget to think about what they will do after they complete their degree. As a foreign student studying in a country that may be very different from your own, forgetting about what you will be doing after you complete may mean that you do not achieve the goals you have set.

> A DEGREE OR CERTIFICATE IS NOT AN END IN ITSELF,
> IT IS A TOOL FOR YOU TO USE IN ACHIEVING THE GOALS
> YOU HAVE FOR YOURSELF, YOUR FAMILY AND YOUR COUNTRY.

Research on goal setting has shown that you are most likely to achieve your goals if:

1. You can visualize yourself achieving your goals. They must be realistic and attainable.
2. You write your goals on paper in specific and measurable terms.
3. You write your goals in positive terms.
4. You set long-term goals and reduce them to some specific short-term goals.
5. You set deadlines for achieving your goals.
6. You tell others about your goals.
7. The motivation to achieve your goals comes from within, not from someone else.
8. You review and update your goals often.

SETTING GOALS

Setting goals might be thought of as a bridge linking your present with your future.

- The PRESENT is where you are now, mentally, physically and emotionally.
- Your GOALS are where you hope to be in the future, your destination.
- OBJECTIVES are the specific actions that you will take to reach your desired destination or goal.

GOALS are usually LARGER and MORE GENERAL than objectives.
OBJECTIVES are SPECIFIC, ACTION STEPS that are stated in MEASURABLE terms.
Objectives are the steps that you will take to reach your goals.

Example:

Goal: To complete my masters degree in two years.

Objectives:

A. To complete all required courses in eighteen months by taking twelve credits each of my first three semesters.

B. To complete my research proposal by January, 1988 and to present it to my committee before the end of February.

C. To complete the collection of data for my research before June, 1988.

D. To have my thesis written and defended before October of 1989 so I can graduate in December of the same year.

SETTING GOALS, continued.

The objectives are written in specific and measurable terms that help move me toward the accomplishment of my goal of graduating in two years. Note that all of the objectives are measurable...eighteen months, three semesters, by January of 1988, etc. In addition they use action verbs...to complete, to present, to take, etc. You should be able to evaluate your progress toward reaching your goal(s) by reading the objectives and answering whether or not you have accomplished what you planned.

SETTING GOALS FOR YOUR STUDY PROGRAM IN THE UNITED STATES

Here are some goals to help you get started writing your own. While reading the goals that follow, circle those that are most important to you. You may wish to adopt some of them as your own.

1. To clarify the responsibilities I have to myself, my family and my country while I am studying in the United States, so that I can live up to those responsibilities.
2. To develop realistic expectations for my study experience.
3. To learn about the United States as a unique location in the world, and relate my experiences here to those I will have when I return to my home country.
4. To establish and maintain communication with home.
5. To plan ahead for the best use of my time and resources while I am here in order to meet my long-term goals for my return home.
6. To develop the support systems and gather the necessary tools I will need to operate successfully as a professional when I return home.
7. To develop a realistic view of the adjustment problems I will face when I return home, and prepare for them.
8. To make contacts and collect information that will help me prepare others for study experiences abroad.
9. To adapt my American education to the special needs I will have as a professional in my country.

Turn the page and write goals that will help you design a successful study program while you are in the United States.

MY PERSONAL GOALS FOR STUDY IN THE UNITED STATES...

1. _____

_____

_____

2. _____

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3. _____

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4. _____

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5. _____

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6. _____

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7. _____

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8. _____

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9. _____

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10. _____

_____

_____

NOW: Circle the three you feel are most important, and write objectives (specific planned action steps) that you will need to meet the goals you have identified for yourself during the course of your program.

HERE ARE MY OBJECTIVES (SPECIFIC PLANNED ACTIONS) FOR:

GOAL #_____

GOAL #_____

GOAL #_____

Keep on writing, if you like. Goals and Objectives are a part of all successful programs. Your study program is no exception!

Additional pages are provided for your convenience.

GOALS AND OBJECTIVES

Goals are general, objectives are specific, action-oriented and measurable.

GOAL: _____

_____

_____

OBJECTIVES: (number each one) _____

_____

_____

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GOAL: _____

_____

_____

OBJECTIVES: (number each one) _____

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GOALS AND OBJECTIVES

Goals are general, objectives are specific, action-oriented and measurable.

- GOAL: _____

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OBJECTIVES: (number each one) _____

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- GOAL: _____

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OBJECTIVES: (number each one) _____

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GOALS AND OBJECTIVES

Goals are general, objectives are specific, action-oriented and measurable.

GOAL: _____

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OBJECTIVES: (number each one) _____

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GOAL: _____

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OBJECTIVES: (number each one) _____

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WHY ARE YOU HERE?

1. Why were you selected to study in the United States?_____

2. What expectations accompanied the grant or scholarship you received?

   Your employer's expectations:_____

   Your sponsor's expectations:_____

   Your family's expectations:_____

3. What are <u>your</u> expectations for your scholarship or grant? What do you hope will result from your completion of a higher degree?

4. Do you suspect that your employer, sponsor or family has expectations of you after you complete your program that they <u>have not</u> told you? For example, is your family expecting you to come home with enough money saved to buy a new car? Does your employer expect you to remain in the same position for a given number of years?

5. What can you do to get unspoken expectations out in the open? What can you do to help correct unrealistic expectations? Who can help you?...your sponsor, your advisor?

PERSONAL INVENTORY

Think of your strengths and weaknesses and list them below. What can you do to make the most of your strengths, and to improve upon the areas where you feel weak? Who can help you identify those resources? What can you do to help others?

I FEEL THAT SOME OF MY STRENGTHS ARE...	I WILL USE THEM TO HELP MYSELF AND OTHERS BY...
Example: [Enjoy sharing information about my country.]	[Participating in community outreach programs while in the U.S.]
I FEEL THAT SOME OF MY WEAKNESSES ARE...	I CAN DO THIS TO IMPROVE UPON THE AREAS IN WHICH I FEEL WEAK...
Example: [Need to improve my English.]	[Find out about supplemental English classes.]

Your advisor and the International Office are two places where you can go to ask for assistance in finding resources to meet the needs you have identified.

"Most of us who come here from other countries are not like American students. Many of us hold professional positions at home and have five or six years of experience. That should be given consideration. We want to be treated like visiting scientists and to interact with the faculty. It is one way to exchange knowledge and experience.

For example, I did my Ph.D. here, then went back home to work. I didn't even know about all the facilities available in my own department. Whatever course I took, I only saw that lab and did that work.

When I returned for a post-doctorate year, I learned that there is a lot of equipment available and a lot of other people to draw on. I should know what they are doing and what their equipment is for. I can sit down with them and discuss problems and solutions because I am a visiting scientist, but as a student here for the first time, I didn't think I had that opportunity."

(J.A., Pakistan)

THINK ABOUT WHERE YOU HAVE BEEN, AND WHERE YOU WOULD LIKE TO GO...

1. What was your specific job title just before you came to the United States?

   Title_____

   Ministry or Organization_____

2. What types of responsibilities did you have in your job? List them below. For example, were they technical, supervisory, management, etc.?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

3. What do you expect your job title to be when you return home?

   Title_____

   Ministry or Organization_____

4. List the differences you expect in the types of responsibilities you had before studying abroad, and those you expect after you return.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. What do you expect to be doing five years after you return home?

6. Are your expectations realistic when compared with what you have seen happen to others you have know who have gone abroad for higher degrees? What usually happens to your colleagues when they return with a higher degree?

7. Make a list of the skills that you feel that you may need for the kind of job you expect to have five years after you return home.

"When many people from developing countries come here (to the US) they think that getting a degree is going to solve all their problems. That is not true.

I think there are two categories of people who come here: 1) those who are in research institutions and universities doing research and teaching, and 2) those who are administrators or field workers.

Research degrees may be very helpful for both groups in some ways, but it may not help administrators or field workers very much.

I got the chance to participate in a few special courses in other parts of the US while I was here studying. I got some new ideas to apply back home. I think that experience was more helpful than getting a Ph.D.

Most of us who come here from other countries are not like American students. Many of us hold professional positions at home and have five or six years of experience. That should be given consideration. We want to be treated like visiting scientists and to interact with the faculty. It is one way to exchange knowledge and experience.

For example, I did my Ph.D. here, then went back home to work. I didn't even know about all the facilities available in my own department. Whatever course I took, I only saw that lab and did that work.

When I returned for a post-doctorate year, I learned that there is a lot of equipment available and a lot of other people to draw on. I should know what they are doing and what their equipment is for. I can sit down with them and discuss problems and solutions because I am a visiting scientist, but as a student here for the first time, I didn't think I had that opportunity."
(J.A., Pakistan)

SELECTING YOUR ADVISOR AND COMMITTEE

Selecting your advisor and committee is one of the most important decisions you will make during the course of graduate study. You will rely on your advisor and committee members to guide you, provide encouragement and support, help you complete your program on time and, perhaps most important, help you design a program that will meet the needs you will have when you return home.

The problems that you attempt to solve during your study program may vary significantly from problems you will be asked to solve when you return home, but the process of problem-solving should provide you with the tools you need to approach any problem systematically.

Here are some suggestions for selecting and working with your committee:

1. If possible, begin the process of exploring committee options before you arrive in the U.S. through discussions with alumni of the university and/or department you will be attending. If you do not know any alumni, write to the department or International Office at the university you will attend and ask them to give you the name and address of someone in your future department who would be willing to correspond with you about the specialty areas and personalities of the faculty members.

   Most people do not have the time to correspond extensively before they depart, so the alumni connection may be more realistic. Be sure to remember the value of alumni connections after you complete your program and become an alumni yourself.

2. You will not find a perfect committee, but it helps to do some research before you commit to specific individuals. It is much more difficult (although not impossible) to change your committee after you have it established. Look for technical capability, accessibility and sensitivity to your needs, as well as the ability to help you move through your program in a timely fashion.

YOUR COMMITTEE, continued.

3. Make an appointment to talk with potential committee members before you ask them to serve. In cases where your advisor and/or committee have been chosen for you, become aware of their "operating style" so you will be able to work with them effectively.

4. Here are some questions you might ask about potential committee members:

   A. Who is helpful to students?

   B. Do you feel comfortable talking with them? Can you be open with your ideas and questions?

   C. Who is available? Do they already have a heavy advising load? Are they out of town frequently or for long periods of time?

   D. Have they worked or done research abroad? In your country? Do they understand the conditions you will be working with when you return home?

   E. Is their area of expertise supportive of the work you hope to do? Is their laboratory well organized and productive?

   F. Do they read and return work in a timely fashion, or must they be reminded?

5. Explore the possibility of doing your research at home. Discuss relevant research with potential committee members before you set your committee, to determine whether or not they will be supportive of your special needs

6. Be aware that your source of funding will determine, to a large extent, the flexibility that you have in determining your research topic. If you are a graduate research assistant, you are obliged to work on a topic of interest to your professor. If your sponsor is paying for your research, however, you will have more flexibility to choose a topic of importance to you and your work at home.

7. Keep notes to yourself about your conferences with prospective committee members. After your committee has been formalized, it is a good idea to give your advisor a memo restating your understanding of the issues discussed, and the plan of action you decided upon. It will make it easier

for your advisor to keep complete files on your program, and it will help avoid miscommunication...and it will help you to set your goals in writing.

8. Use the time you spend searching out your committee members as a way to document the specialty areas and strengths of the faculty people in your department. Use your Directory of Specialists and Colleagues to record their name, address and other pertinent information.

"I think the basic issue is diversity, not just in the topics we study. It helps to be familiar with methods used in many different countries. Most of our methods are British-based because we were a British colony. When I taught classes for one of my colleagues who got his Ph.D. in the US, he needed special solution sets to grade the papers because he was American trained and I was teaching with British methods.

When a civil engineer comes back home, you're expected to know everything about civil engineers. When I returned home with my M.S. in hydrology they asked me to teach hydraulics and C. E. materials. Those were outside my water resource course work.

Before I go back home this time, I want to learn something about each aspect of my field, because I may be asked to cover any of the areas. Diversifying does take a lot of extra time and you have to be prepared to spend it. It is not so frustrating when you are prepared.

Having had work experience helps you know what to look for in your studies. When I did my M.S., my thesis was a computer model, but I never touched a computer in the two years I was back home working."
(J.M., Zambia)

SKILLS INVENTORY

Study in the United States often tends to focus on specialized, technical skills. Unfortunately many former students from abroad tell us that they returned home to find that they were unable to apply many of the technical skills that they learned abroad, and had need for more general skills in management, economics, business and other fields.

It is possible to master both your technical subjects and more general managerial skills if you plan ahead and write them into your program from the start.

1. Make a list of the skills that you feel may be important to you, based on what you feel you will be doing several years after you return home.

2. Have you included any of these skills in your program of study? List them.

3. List the areas of study that you feel would enable you to diversify your program, and give you skills you will need in your professional role when you return home.

"It is always different when you go back home. You always find that things have changed. The philosophy of whoever heads the department has changed.

I've had the chance to go out to study twice and then go back to work. It really helps if people who have gone out to do degrees, especially first bachelor's degrees, have had the chance to work in their country before they go. If they have no feel for what it is like to work at home, it is a big problem when they return.

There is definitely an adjustment period when you get home. You may get little money on your government pay, even if you have more responsibility. Your brothers and sisters may expect you to contribute to their well-being.

Professionally, the situation is very different also. The work may go slowly, there is more bureaucracy, and you may not be in charge--you must work under someone. When you are working in the field, it may be hard to apply what you have learned as a student.

I'm focusing more now on things that I know will be helpful when I return home. I really didn't know what those things would be my first time here." (M.M., Kenya)

"After I did my M.S. here, I went back home to teach in the statistics department. We have to teach anything and everything depending on the staff needs. At one point I had to teach econometrics, which is the application of statistics to economics. I didn't have training in it, so I had to learn." (B.M., Botswana)

CLASSES FOR DIVERSIFYING YOUR PROGRAM

Discuss the needs you have identified for diversifying your program with your advisor and other professionals in your field. Talk to other foreign professionals who have already been through the process of "professional integration". If you know colleagues at home who have returned from study in the United States, write to them and ask for their opinion on what subjects will potentially be most useful to you when you return home.

Use the following pages to make a list of courses, short courses, seminars and other opportunities that you might have to diversify your program within the context of your major program of study.

Course Name and Number_____

Reference Number_____ Credit Hours_____

When is it offered?_____

Course Name and Numbers_____

Reference Number_____ Credit Hours_____

When is it offered?_____

Course Name and Number_____

Reference Number_____ Credit Hours_____

When is it offered?_____

Course Name and Numbers_____

Reference Number_____ Credit Hours_____

When is it offered?_____

Course Name and Numbers_____

Reference Number_____ Credit Hours_____

When is it offered?_____

Continue on the next page. Discuss these opportunities with your sponsor and advisor to determine how you might work them into your overall study plan.

OPPORTUNITIES FOR WORKSHOPS, SEMINARS AND PRACTICAL TRAINING

NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

_____

NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

_____

NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

_____

NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

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NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

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NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

_____

OPPORTUNITIES FOR WORKSHOPS, SEMINARS AND PRACTICAL TRAINING

NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

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NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

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NAME_____

WHEN OFFERED?_____ CREDIT_____

SUBJECT MATTER COVERED_____

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OPPORTUNITIES FOR WORKSHOPS, SEMINARS AND PRACTICAL TRAINING

NAME _____

WHEN OFFERED? _____ CREDIT _____

SUBJECT MATTER COVERED _____

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NAME _____

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SUBJECT MATTER COVERED _____

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SUBJECT MATTER COVERED _____

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NAME _____

WHEN OFFERED? _____ CREDIT _____

SUBJECT MATTER COVERED _____

_____

NAME _____

WHEN OFFERED? _____ CREDIT _____

SUBJECT MATTER COVERED _____

_____

"Sometimes I feel out of place in my program. We emphasize so much the theoretical aspects. I think I could learn more things of a practical nature spending one year on an American farm. I have very little opportunity to spend time with the farmers, to see how they work in real-life situations. I might be very good at preparing a mathematical model, but I don't know how the farmers would use it." (S.A., Pakistan)

"It varies from department to department, but it's common for many professors to use examples from this state, not even from the USA as a whole. You have to learn the discipline. You have to learn to identify the problem and try to find the solutions.

To do that, it helps to see how others do it. One evening in Arkansas at Winrock International, they took us to the local county courthouse. The extension agent was there and he talked to people as someone in my country would sell a product on the sidewalk, even though he was an employee of the state.

In my country, an extension agent sits in his office most of the time and is usually not approachable by many people. It is hard for you to even catch him.

The approach I saw here was that you can't do extension unless you really believe in what you say, and then you sell it like a product.

I didn't carry back home the message he was telling people, but I did carry back the way in which he was trying to sell his ideas. It helps to have this kind of practical experience along with our coursework."

(J.A.,Pakistan)

THE IMPORTANCE OF PRACTICAL TRAINING

A true story:

> Ravi was a foreign professional with a degree in irrigation engineering. While attending a short course in the U.S.A. he was asked during an interview whether or not he would be able to plant a flume (a water measuring device) in an irrigation ditch.
>
> Because he has overseen numerous crews who had installed flumes, he assured the course director that he could do it with no problem. Later, when presented with a shovel and a flume to install during a field exercise, Ravi picked up the shovel and promptly fell over...much to his embarassment.
>
> While Ravi had watched flumes being planted numerous times, he had never really done it himself, and found that watching and doing were two very different experiences.

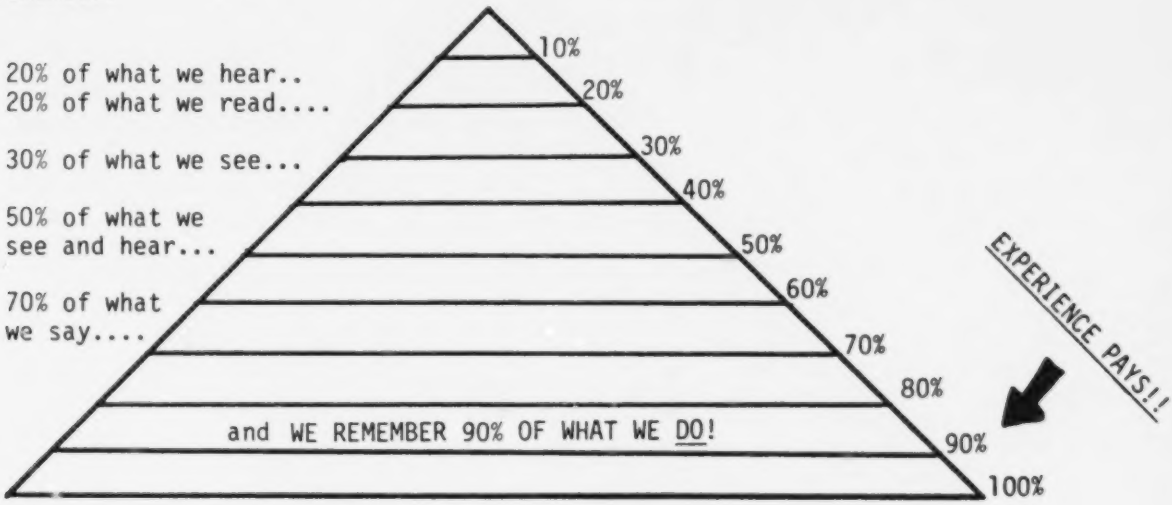
Many cultures feel that manual labor is to be done by people of lower status. In the United States, however, manual labor is considered a dignified activity. In theory, most Americans believe in the premise that "all men are created equal". Study in the United States can provide you the freedom and opportunity to learn technical skills by doing them yourself. This often leads to a better understanding of problems faced by your subordinates at home. Take advantage of this opportunity!

THERE IS A DIFFERENCE BETWEEN KNOWING HOW A TOOL IS USED,
AND KNOWING HOW TO USE IT YOURSELF!
DOING SOMETHING YOURSELF IS 40% MORE EFFECTIVE
THAN JUST WATCHING IT DONE BY SOMEONE ELSE.

THE IMPORTANCE OF PRACTICAL TRAINING, continued.

DALE'S CONE OF EXPERIENCE shows that what we learn is closely tied to how many senses we use in the learning process:

We remember:



"At home I was asked to compare myself with American students. I told them that as far as academics were concerned, I never had a problem.

But as far as the practical things are concerned, American students were much more confident than I. They often work while they go to school.

We are expected to come here, get our degree and go back. Even our practical experiences in the laboratory are structured and very specific. Time is limited for other kinds of experience so we must plan carefully." (J.A., Pakistan)

"There are limitations to what kinds of practical experience you can apply at home. There are so many different cultural things that make it difficult for you to apply what you've experienced here. You go back home and find that people just can't do it like that, but I do think experience is an important part of our education here." (B.M., Botswana)

MANAGING YOUR TIME EFFECTIVELY

Remember, if you save only 15 minutes each day, you will have saved ninety hours or eleven eight-hour work days by the end of one year. Why not make an effort to convert some of your wasted time into productive work towards preparing yourself for your return home?

Accomplishing your goals will require discipline and efficiency on your part. Here are some well-established techniques for managing your time:

1. Plan your time. You will be able to accomplish more if you plan each day.

2. Make a daily priority list of things you need to accomplish. Use the "ABC" method of prioritizing:

   A = things you have GOT TO DO

   B = things you OUGHT TO DO

   C = things to do IF YOU HAVE TIME

   Check off items as you complete them.

3. Keep a daily calendar that includes assignments, appointments and your daily priority list. Rewrite your priority list every day, omitting those things that you have completed, or that are no longer important to do.

4. Do not worry unnecessarily. First determine whether or not what you are worrying about is really a problem, then if there is something you can do to solve the problem DO IT. If there is not, RELAX and wait until you can either take action or the problem goes away on its own.

5. Carry a small spiral notepad or pocket calendar with you at all times. Use it to jot down reminders of things you need to do as they come to mind. Read your list regularly, and include the items on your daily priority list.

6. Be honest with yourself. You know what you need to do, and whether or not you have time to be distracted. Find a nice way to say "NO" to friends if their invitations do not fit your schedule, or if they are using your apartment as a gathering place.

7. Get enough rest and exercise and eat right. Avoid drinking beverages with excess amounts of caffeine such as coffee, tea and colas. You must feel good and be rested if you are going to work efficiently.

8. Avoid alcohol and other drugs. They impair your ability.

MANAGING YOUR TIME EFFECTIVELY, continued.

9. Do not forget to take time off. You must get away from your work periodically if you are to remain effective in the long run. (And when you get away, visualize packing your work in a suitcase and leaving it under your bed. You cannot get to it until you are home and "unpacked".)

"When many people from developing countries come here (to the US) they think that getting a degree is going to solve all their problems. That is not true.

I think there are two categories of people who come here: 1) those who are in research institutions and universities doing research and teaching, and 2) those who are administrators or field workers.

Research degrees may be very helpful for both groups in some ways, but it may not help administrators or field workers very much.

I got the chance to participate in a few special courses in other parts of the US while I was here studying. I got some new ideas to apply back home. I think that experience was more helpful than getting a Ph.D." (J.A., Pakistan)

"Technical topics and theories can be applicable almost everywhere, but when they (professors) talk about specifics, it's important to pick and choose. For example, in forestry, talk about temperate forests may not be relevant. So you must ask questions about what will apply to your country." (M.M., Kenya)

SOLVING PROBLEMS

"THERE IS MORE THAN ONE WAY TO SKIN A CAT"

Old American Proverb

Humans have developed a number of ways to solve problems throughout the ages. The techniques have ranged from magic and the supernatural to intuition, common sense, logic and the scientific method. They all have their place.

The scientific method is the technique used most diligently in the university environment, and in many instances it has distinct advantages over the other approaches. If you are to operate in the American university system it is very important for you to understand and embrace the scientific method.

Simplified, the scientific method includes the following:

1. Identify the problem.
2. Clarify the problem. Look for causes and contributing factors.
3. Look for solutions to the problem (alternatives).
4. Evaluate and test the alternatives.
5. Choose the most appropriate alternative for solving the problem.
6. Make your plan for action.
7. Implement the plan.
8. Evaluate the results.

The scientific method is based on observable facts. It is dependable and consistent. It is superior to pure logic as an approach to problem-solving because it includes field testing.

Here is a simple example of the scientific method at work:

Problem: You and three roommates have rented a two bedroom apartment for the year. Your lease will not end for four more months. Your wife is coming to live with you in one week and she cannot stay in your apartment with you.

Contributing Factors: Your lease is legally binding and will not expire for four months. You must give 30 days notice before you move out.

Alternatives:
1. Move out but pay for the additional four months of rent, even though you will not be there.
2. Ask your roommates to pay the rent for you because you want to leave.
3. Move out and do not pay the additional rent.
4. Find someone to take over the lease for you (sublease).

Continued...

Test the Alternatives: Alternative 1- You do not have enough money to pay rent in two locations for four months.

Alternative 2- You ask your roommates and they refuse to pay your share of the rent in addition to their own.

Alternative 3- You discover that if you move out without payment or having someone take over your lease the landlord can sue you. You also find out that being sued is costly and inappropriate, and that you would probably lose the case.

Alternative 4- You ask renter's information at the university and they tell you that it would be relatively easy to rent the apartment in approximately one month when a new term begins. You also find out that you must give the landlord 30 days notice before moving out.

Choose the Best Solution: You choose ALTERNATIVE 4. You can afford to pay for one month's rent, and because of the requirement of giving the landlord 30 days notice before moving out it will be necessary to pay the rent because you did not notify her that you were planning to move out.

Plan for Action:
- You plan to move out when your wife arrives in one week.
- You will pay your rent for one more month and advertise your slot in the apartment through the college paper, renter's information and at the international office.
- You will explain your plan to the apartment manager and ask her cooperation in assisting you with finding a replacement.

Take Action: You will take action when the time comes.

Evaluation: After the events have taken place, you will be able to evaluate the decision that you made, and how you would do it differently the next time. What did you do wrong? What do you do right? How would you change it?

You may already practice the scientific method unconsciously, but in many cases you will be able to identify more alternatives and more creative alternatives if you do some research and test the alternatives consciously.

American culture uses the scientific method in almost every facet of life. It will be interesting to observe how the decision-making and problem-solving techniques vary from person to person and culture to culture.

PROBLEM SOLVING, continued...

EVALUATION is the key process in the scientific method. You must always remain skeptical and alert for clues that tell you that your chosen alternative is not working, and you must remain flexible enough to be able to change your course. You will find that you are speaking in terms of PROBABLE OUTCOME, not absolutes. Your job as a scientist is to attempt to divorce your personal bias and emotion from the problem you are attempting to solve, so the results can be tested under similar circumstances by other scientists.

If you use the scientific method honestly, you will find that you can report your failures with great dignity...there is no need to save face because your work is part of a process for testing a hyphothesis or idea, not for proving yourself.

EXERCISE:

Using the following Problem-Solving form identify a problem that you are currently attempting to solve. Apply the problem-solving method just described to your problem and see what types of alternatives you can identify.

PROBLEM-SOLVING

YOUR PROBLEM: _____

IDENTIFY A MINIMUM OF FOUR ALTERNATIVES (The more you think of, the more likely you will be to solve your problem creatively.):

1. _____

2. _____

3. _____

4. _____

EXPLORE THE ADVANTAGES AND DISADVANTAGES OF EACH ALTERNATIVE:

ADVANTAGES (pros)	DISADVANTAGES (cons)
1.	1.
2.	2.
3.	3.
4.	4.

BASED ON YOUR EXPLORATION OF ADVANTAGES AND DISADVANTAGES, WHICH ALTERNATIVE SEEMS MOST LIKELY...A PROBABLE OUTCOME?

PROBLEM-SOLVING

YOUR PROBLEM: _____

IDENTIFY A MINIMUM OF FOUR ALTERNATIVES (The more you think of, the more likely you will be to solve your problem creatively.):

1. _____

2. _____

3. _____

4. _____

EXPLORE THE ADVANTAGES AND DISADVANTAGES OF EACH ALTERNATIVE:

ADVANTAGES (pros)	DISADVANTAGES (cons)
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BASED ON YOUR EXPLORATION OF ADVANTAGES AND DISADVANTAGES, WHICH ALTERNATIVE SEEMS MOST LIKELY...A PROBABLE OUTCOME?

PROBLEM-SOLVING

YOUR PROBLEM: _____

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ADVANTAGES (pros)	DISADVANTAGES (cons)
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BASED ON YOUR EXPLORATION OF ADVANTAGES AND DISADVANTAGES, WHICH ALTERNATIVE SEEMS MOST LIKELY...A PROBABLE OUTCOME?

PROBLEM-SOLVING

YOUR PROBLEM: _____

_____

_____

_____

IDENTIFY A MINIMUM OF FOUR ALTERNATIVES (The more you think of, the more likely you will be to solve your problem creatively.):

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4. _____

_____

EXPLORE THE ADVANTAGES AND DISADVANTAGES OF EACH ALTERNATIVE:

ADVANTAGES (pros)	DISADVANTAGES (cons)
1.	1.
2.	2.
3.	3.
4.	4.

BASED ON YOUR EXPLORATION OF ADVANTAGES AND DISADVANTAGES, WHICH ALTERNATIVE SEEMS MOST LIKELY...A PROBABLE OUTCOME?

_____

_____

_____

USING YOUR PLANNING CALENDAR

Below is a example of how you can use your planning calendar.
Do not forget to include reports, important dates and correspondence that you need to complete.

Be sure to photocopy additional pages if you need more space.
Post your calendar in a place where you can see it and keep it up-to-date.

ACADEMIC PROGRAM CALENDAR PAGE 1

EXAMPLE

MONTH 1 January, 1988 No. Month Year 1. Write director with new address. 2. Give statement of financial support to International Office. 3. Meet advisor to discuss program. 4. Invite David in California for spring break in March	MONTH 2 February, 1988 No. Month Year 1. Request permission to attend short course in Colorado in June. 2. Submit expense forms for calculator	MONTH 3 March, 1988 No. Month Year 1. Write to John in Iowa about visiting in May.
MONTH 4 April, 1988 No. Month Year 1. Confirm committee members. 2. Preregistration for Fall.	MONTH 5 May, 1988 No. Month Year 1. Send academic term and enrollment report to sponsor. 2. Finals - May 12 3. Simon graduates - May 17	MONTH 6 June, 1988 No. Month Year 1. Submit forms to Graduate School

ACADEMIC PROGRAM CALENDAR

Number of months you will be in the U.S.A.:_____ From:_____ To:_____
month year month year

Use this monthly planning calendar to plan important dates during your academic program. Include the names of those you have scheduled on your Communication Plan, as well as committee meetings, university deadlines, etc.

MONTH 1 _____ month year	MONTH 2 _____ month year	MONTH 3 _____ month year
MONTH 4 _____ month year	MONTH 5 _____ month year	MONTH 6 _____ month year

ACADEMIC PROGRAM CALENDAR

PAGE _____

MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year
MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year

ACADEMIC PROGRAM CALENDAR

PAGE _____

MONTH____ _____ No. Month Year	MONTH____ _____ No. Month Year	MONTH____ _____ No. Month Year
MONTH____ _____ No. Month Year	MONTH____ _____ No. Month Year	MONTH____ _____ No. Month Year

ACADEMIC PROGRAM CALENDAR

PAGE _____

MONTH ____ ____ ____ No. Month Year	MONTH ____ ____ ____ No. Month Year	MONTH ____ ____ ____ No. Month Year
MONTH ____ ____ ____ No. Month Year 68	MONTH ____ ____ ____ No. Month Year	MONTH ____ ____ ____ No. Month Year 69

ACADEMIC PROGRAM CALENDAR

PAGE _____

MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year
MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year	MONTH ____ _____ No. Month Year

FINANCES

KNOW YOUR SPONSOR

Accepting a sponsorship usually means that you have agreed to certain stipulations, for example; they will pay for your study if you do certain things for them, such as work on their project when you return home. It is important for you to understand clearly what those expectations are, and what they will provide for you in return. If you have already signed an agreement, you should be prepared to live up to the understanding; just as they should live up to the agreement they have made with you. Read all materials they give you carefully!

Remember, all sponsors will require certain procedures to be followed if you are to be eligible for benefits and/or reimbursement. It is your responsibility to see that you know and understand their guidelines. Start by reading your program handbook, if you have one. If you want to be sure that you can get money for supplies and/or trips reimbursed, always ask first. If you are willing to take a chance...go ahead and spend!, but don't expect your advisor to spend hours and hours trying to get your money back.

Some questions to ask your sponsor:

What procedures must I follow to have money reimbursed to me? Are there special forms?

What does my health insurance cover? What does it not?

Is my book allowance given to me as a lump sum or is it included in my stipend check each month?

What is my program budget? How much flexibility is there in how the money is spent?

Is there funding for special short courses and seminars? How much advance notice is required to get the money approved?

What equipment is covered in my program budget? Can I purchase a calculator? What must I do to get approval in advance?

Will you pay for professional dues and journals? What type of documentation is required?

Is there funding to do research in my home country? What must I do to apply?

SPONSORS, continued.

Can I be reimbursed for phone calls and field trips? How and under what circumstances?

OTHER QUESTIONS I WANT TO ASK:

Your sponsor is not your adversary. They are asked to dispense money to you that has been approved in a budget. They will usually assist you in a spirit of cooperation if you provide them the same courtesy. They do not have unlimited funds, and they do not have unlimited patience. It is in your best interest to work with them in the most positive way possible. A good place to start is to turn your reports in on time!

SPONSOR INFORMATION

SPONSOR NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____ TELEX: _____

YOUR PROGRAM SPECIALIST: _____

DURATION OF SPONSORSHIP: From _____ To _____

SPONSORSHIP NUMBER: _____

HAVE YOU GIVEN YOUR UNIVERSITY A LETTER OF FINANCIAL SUPPORT? _____

DO THEY PROVIDE HEALTH INSURANCE FOR YOU? _____

WHAT ABOUT YOUR FAMILY? _____

Every sponsor is different. Explore the following information with your contact:

WHAT DO THEY PROVIDE FOR YOU?	WHAT MUST YOU PROVIDE TO THEM?

Log dates when you will send this information on your academic planning calendar.

"Someone like me who comes here to study and to get a degree is under pressure to show that they have accomplished something. When I went home I was under tremendous pressure to get a better house and to buy a car.

If they see you walking, they say "This man has just come from the US. Why is he walking? Did he fail or not get his degree?" Or something like that. That kind of pressure can be nasty.

Our people tend to be very slow by nature. They say "there is no hurry" in Botswana. So it took me awhile to adjust. Sometimes I would get irritated when I went to the Post Office. They would say "Hi! Hi! How are you?" and talk to the postman about irrelevant things while you were in the queue. For awhile I didn't like it, because it took so much time. The banks are a little faster because of competition.

Another thing I didn't like. . .the phones don't work so well. Sometimes it takes a long while to get through, while here they work like magic. You have to get adjusted to that also." (B.M., Botswana)

FINANCIAL REALITIES: PLANNING AHEAD CAN HELP YOU COPE!

Most students expect to take gifts and/or money home with them as remembrances for their families. Others may have more immediate obligations to provide support for their families. Most graduates who have been through the re-entry process will talk about pressure from society to maintain a higher living standard after returning home than before they studied abroad, even though their salary may not have increased and inflation might have actually decreased their purchasing power.

What can you do to prepare for this possibility? Who do you need to take gifts to? Your living stipend is not designed to provide you with a lot of extra money over and above your actual costs, so you will have to plan ahead to budget for the obligations you will have at the end of your stay.

The following exercises will help you budget and plan for what you will need to take home with you...so that you do not have to try to deal with all of these financial demands in your last month in the United States.

PREPARING FOR FINANCIAL ADJUSTMENTS

Estimate what percentage of your income is spent on each of the categories listed below. Calculate the percentages for both the United States and home. Be sure to factor in inflation rates.

CATEGORY	U.S.A.	HOME
FOOD		
HOUSING AND UTILITIES		
TELEPHONE		
TRANSPORTATION		
SCHOOL FEES		
CLOTHING		
LUXURIES (TV, STEREO, ETC.)		
ASSISTANCE TO FAMILY MEMBERS		

Calculate all of the figures in both U.S. dollars and your home currency.

Date: _____ Exchange Rate Used to Calculate: _____

	U.S.A.	HOME
My current stipend is:		
My salary before coming to the U.S.A. was:		
My current salary at home is: (if applicable)		
My expected salary upon return home is:		

Are you currently making more or less money than you did before you came to the U.S. to study?

Do you expect the salary that you will make when you return home to be more or less than what you are currently making as a student? _____

How much? _____

FINANCIAL PLANNER

Item	Monthly Expenses	X No. of Months	One-time Expenses	TOTAL
HOUSING:				
Rent				
Deposit				
HOUSEHOLD EQUIPMENT				
Kitchen Utensils				
Linens				
Laundry				
Cleaning Supplies				
UTILITIES				
Gas				
Water and Sewer				
Electricity				
Deposits/Hookup charges				
Garbage Collection				
TELEPHONE				
Deposit/Installation costs				
Monthly charges				
TRANSPORTATION				
Bus				
Automobile				
gas/oil				
insurance				
maintenance/licensing				
Airplane				
FOOD*				
Groceries				
Eating Out				
ENTERTAINMENT/MISCELLANEOUS				
Drinking				
Movies, concerts				
Stereo				
Television				
Postage				
Hobbies (camera, film, etc.)				
TOTALS, this page:				

FINANCIAL PLANNER, continued:

Item	Monthly Expenses	X No. of Months	One-time Expenses	TOTAL
TOTALS from Page 1				
MEDICAL				
Health Insurance				
Costs Not Covered by Insurance				
Deductible				
Dental				
Glasses/Eye Care				
TAXES				
TRAVEL				
Vacation Expenses				
Field Trips/Professional Trips				
PROFESSIONAL/EDUCATIONAL				
Books				
Journals				
Professional Dues				
Typing				
Research Costs				
Graduation Expenses				
SAVINGS				
Personal/Contingency Funds				
Financial Obligations at Home				
Gifts				
OTHER				
Amount of your monthly stipend:	Monthly	X Months	One-time	Totals
TOTALS				

* FOOD ESTIMATES:

	Thrifty	Low	Moderate	Liberal ('86)
Per Month:	$160	$200	$240	$280

Your monthly total should not exceed what you earn from your stipend. Circle items that are reimbursable by your sponsor, so you can take the additional amount into consideration.

BUDGET PLANNING SHEET

Plan a monthly budget, then keep track of your expenditures so you will know how much you have to work with.

ITEM	BUDGETED	ACTUAL AMOUNT SPENT:											
		JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
HOUSING/UTILITIES													
TELEPHONE													
TRANSPORTATION													
FOOD													
HOUSEHOLD MISC.													
MEDICAL													
TRAVEL													
SAVINGS													
PROFESSIONAL/EDUC.													
OTHER													
TOTAL													

Your monthly stipend: $_____

BUDGET PLANNING SHEET

Plan a monthly budget, then keep track of your expenditures so you will know how much you have to work with.

ITEM	BUDGETED	ACTUAL AMOUNT SPENT:											
		JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
HOUSING/UTILITIES													
TELEPHONE													
TRANSPORTATION													
FOOD													
HOUSEHOLD MISC.													
MEDICAL													
TRAVEL													
SAVINGS													
PROFESSIONAL/EDUC.													
OTHER													
TOTAL													

Your monthly stipend: $_____

BUDGET PLANNING SHEET

Plan a monthly budget, then keep track of your expenditures so you will know how much you have to work with.

ITEM	BUDGETED	ACTUAL AMOUNT SPENT:											
		JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
HOUSING/UTILITIES													
TELEPHONE													
TRANSPORTATION													
FOOD													
HOUSEHOLD MISC.													
MEDICAL													
TRAVEL													
SAVINGS													
PROFESSIONAL/EDUC.													
OTHER													
TOTAL													

Your monthly stipend: $_____

B[illegible]T PLANNING SHEET

Plan a monthly budget, then keep track of your expenditures so you will know how much you have to work with.

ITEM	BUDGETED	ACTUAL AMOUNT SPENT:											
		JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
HOUSING/UTILITIES													
TELEPHONE													
TRANSPORTATION													
FOOD													
HOUSEHOLD MISC.													
MEDICAL													
TRAVEL													
SAVINGS													
PROFESSIONAL/EDUC.													
OTHER													
TOTAL													

Your monthly stipend: $_____

BUDGET PLANNING SHEET

Plan a monthly budget, then keep track of your expenditures so you will know how much you have to work with.

ITEM	BUDGETED	ACTUAL AMOUNT SPENT:											
		JAN.	FEB.	MAR.	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
HOUSING/UTILITIES													
TELEPHONE													
TRANSPORTATION													
FOOD													
HOUSEHOLD MISC.													
MEDICAL													
TRAVEL													
SAVINGS													
PROFESSIONAL/EDUC.													
OTHER													
TOTAL													

Your monthly stipend: $_____

GIFT PLANNER

Keep a log of the people you will need to remember with gifts or money when you return home. If you start early to save for these expenses, or if you buy gifts when there is a sale, you will not find yourself in a financial crisis at the end of your stay. (Do not forget extra small gifts for those you might have forgotten on your list.)

	NAME	GIFT OR REQUEST	COST Estimated	COST Actual	PURCHASED
	Example: Grandma Ndlovu	watch	$25.00	R21.95	✓
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

GIFTS/REQUESTS

NAME	GIFT OR REQUEST	COST		PURCHASED
		Estimated	Actual	

Part II Building a Professional Network

"Before we went home, we went to stay about two weeks with my sister on the East Coast. We tried to buy so many things and went to the shopping center every day. My sister said, "No matter what you do, you can't take the US home with you!"

What we took with us, we used for one or two years, then had to depend on our own local resources. I think the same thing is also true about literature and equipment. For example, I took my programmable calculator home with me, but the temperature and humidity made it go bad.

So for 4 years I couldn't use the calculator. I brought it back with me to the US and got it fixed, so I'm using it here. If I take a computer back, I may have the same problem.

The same thing is true with books. They become outdated in 3 to 4 years. Books are very expensive in my country, you must order them from abroad. Journals too. I may subscribe to technical journals while I am here and have some US dollars. But when I go home I cannot subscribe to the same journals, so what will I do after 3 or 4 years? I will have to depend on the resources available in my country.

I should be mentally prepared to go back and work in that environment. I shouldn't use the excuse that "Oh, I don't have to do this, I don't have to do that, so I can't do the work." Basically, we must be prepared mentally. And you can't take so many things with you."

(J.A., Pakistan)

OPTIMIZE YOUR RESOURCES

One of the most important responsibilities you have as a student is to seek out and optimize the educational resources available to you. It will only be a short time before you become desensitized to your new environment, and the consequence is that you will become less open to the unique learning experiences that accompany adjustment to another culture

Your job as a student studying in the United States is to stay alert to opportunities that will expose you to American culture outside of academia, and to see the practical application of the knowledge you are gaining. You must be willing to "capture the moment"...to be willing to take some risks and venture away from your close circle of friends in order to learn more about how one culture interprets a particular set of knowledge and technology.

There are many ways for you to optimize your resources. You can develop a directory of professional organizations and journals. You can collect information about specialists in your field, both here and abroad. You can take advantage of field trips and cross-cultural exchange programs as they are offered by your campus, you can make American friends and seek out opportunities to visit businesses and industries involved in your area of emphasis. You can begin to collect information on library resources and equipment you will need to do your job at home.

In short, it is your responsibility to begin immediately to prepare for your return home...whether you have two months or four years.

The following exercises and worksheets have been designed to help you with the process of optimizing your resources. There are many places to go for assistance in your quest for resources. Begin with your advisor or the International Office. They will probably be able to direct you to places to go to meet the specific needs you have identified. <u>You</u> must be the one to take responsibility for finding the resources you need.

WISH LIST

Indulge yourself! Make a wish list of all the equipment and supplies that you would take home with you if you could. Include the names of journals and books that you would like to have as resources. The sky is the limit!

Wasn't that fun?

RESOURCES FOR YOUR PROFESSION

Wish lists are not just fantasy. Remember the exercise on goals? When you write things down you are more likely to achieve them. The same is true with your wish list of equipment and supplies. If you know that you will need them, you will be more aware of opportunities to secure what you need, and ready to communicate your specific needs to others who might help you realize your goal(s).

There are a number of places you might go to start the process of obtaining the tools you need to perform your trade. Your employer and sponsor are but two. You might also ask your professors if they know of funding sources for what you need, if they know of a used item that could be purchased for minimal cost, or even if they know of anyone in their department who has extra copies of the back issues of your professional society's journals. Perhaps you can ask your professional organizations to publicize your specific needs in their journal. Maybe they even have special funds to assist. You will not know until you try.

GET ORGANIZED...PLAN AHEAD

If possible, try to determine what your home office is expecting you to do upon return. Determine what resources you will need to do the job, and what resources are available to you at home, then figure out what is missing. What special conditions must be met if you are to use equipment at home... is your current and voltage different? What climatic conditions will impact the use and life of the equipment? Will supplies to maintain and operate the equipment be available at a reasonable cost? Can you fix the machine and fabricate spare parts if something breaks down? Can you learn?

What resources is your employer willing to put toward the purchase of the equipment and supplies you will need? What other resources does he/she have that you do not know about? Have you written to them and asked?

You cannot plan for all contingencies ahead of time, but you can be prepared by talking with suppliers while you are in this country. Ask them to put you on their mailing list and to send you catalogs. Do they have an overseas branch near you? Do they send representatives to other countries? Find out before you go home, so when you need the information you will know where to start.

"When I went back home after studying for a BS and M. S. in the U.S., I don't think I was prepared for what my role was going to be and while I was home I realized the important thing was not to specialize in a particular area. The emphasis should be put on diversity. When you go back to a developing country you really need to have a degree that is pretty well integrated.

It is really important to integrate things like engineering and economics with food science. If there is a breakdown in equipment you need to know how to fix it.

The food industry is very much in its infancy. In most developing countries the food industry is still dominated by the government. In the US, 80% of the food technologists are employed by private industry and 20% by government. In most developing countries it is the reverse.

When you go home you are confronted with a big problem: Ninety percent of the people live in rural areas--10% in urban areas. In the US this is reversed. How are you going to develop a good product? You must know the circumstances to develop and market a viable product." (T.L., Kenya)

BUILDING A PROFESSIONAL NETWORK

One very important aspect of a study program is the development of a professional network. Many students are shy about contacting specialists in their field, but in fact many experts are interested in what is happening in their professional field in other parts of the world. These contacts are potentially beneficial to both you and the professionals in your area, creating linkages that extend far beyond the completion of your program.

START WITH YOUR ADVISOR

The first place to start in developing a network is with your advisor, and other faculty members in your department. Make appointments with them individually to record the names and addresses of people they feel are doing work that would be of interest to you, particularly as it relates to your professional responsibilities at home.

PROFESSIONAL MEETINGS AND JOURNALS

Professional meetings and journals are another excellent way to meet and discuss topics of special importance to you and your country. Exploring these linkages often leads to other knowledgeable people and more opportunities. While meeting with your advisor and faculty members, ask them to recommend the names of professional organizations and journals that they feel will be most helpful to you. In addition, ask them if there are any professional meetings that are scheduled during your stay in the United States. Coordinate your plans to participate in the meetings with your sponsor or program specialist in adequate time for the funding to be approved or arranged. Most departments strongly encourage their graduate students to participate in professional organizations and will often arrange for group transportation and lodging at a lower cost.

Write to the professional organizations you identify (see forms) and request information on their publications, student rates and overseas chapters. Most sponsors are able to reimburse the costs of joining a professional organization. Even if they are not, it is well worth the investment.

DEVELOP A DIRECTORY

Use the following pages to develop a directory of people, organizations and publications that will "work" for you even after you have returned home.

TOOLS FOR YOUR PROFESSION

ITEM: _____

SUPPLIER: NAME _____

ADDRESS _____

TELEPHONE _____

SPECIFICATIONS: Catalog Requested? /_/

ITEM: _____

SUPPLIER: NAME _____

ADDRESS _____

TELEPHONE _____

SPECIFICATIONS: Catalog Requested? /_/

ITEM: _____

SUPPLIER: NAME _____

ADDRESS _____

TELEPHONE _____

SPECIFICATIONS: Catalog Requested? /_/

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TOOLS FOR YOUR PROFESSION

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TELEPHONE _____

SPECIFICATIONS: Catalog Requested? /_/

ITEM: _____

SUPPLIER: NAME _____

ADDRESS _____

TELEPHONE _____

SPECIFICATIONS: Catalog Requested? /_/

"I try to join closely related professional societies (national and local) and I try to go to all of their meetings. They have speakers who address different topics and meeting with people who attend these helps a lot." (T.L, Kenya)

DIRECTORY OF SPECIALISTS/COLLEAGUES

NAME: _____

ADDRESS: _____

_____

ORGANIZATION: _____ TELEPHONE: _____

AREA OF SPECIALTY, NOTES:

_____

NAME: _____

ADDRESS: _____

_____

ORGANIZATION: _____ TELEPHONE: _____

AREA OF SPECIALTY, NOTES:

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ORGANIZATION: _____ TELEPHONE: _____

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DIRECTORY OF SPECIALISTS/COLLEAGUES

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DIRECTORY OF SPECIALISTS/COLLEAGUES

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DIRECTORY OF SPECIALISTS/COLLEAGUES

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ORGANIZATION: _____ TELEPHONE: _____

AREA OF SPECIALTY, NOTES:

_____

NAME: _____

ADDRESS: _____

_____

ORGANIZATION: _____ TELEPHONE: _____

AREA OF SPECIALTY, NOTES:

_____

PROFESSIONAL ORGANIZATIONS AND JOURNALS

NAME OF ORGANIZATION/JOURNAL: _____

_____

ADDRESS AND TELEPHONE NUMBER: _____

_____

REGIONAL/NATIONAL MEETING SCHEDULE (when/where): _____

_____

COSTS PER YEAR: Member_____ Student_____ Journal_____

NAME OF ORGANIZATION/JOURNAL: _____

_____

ADDRESS AND TELEPHONE NUMBER: _____

_____

REGIONAL/NATIONAL MEETING SCHEDULE (when/where): _____

_____

COSTS PER YEAR: Member_____ Student_____ Journal_____

NAME OF ORGANIZATION/JOURNAL: _____

_____

ADDRESS AND TELEPHONE NUMBER: _____

_____

REGIONAL/NATIONAL MEETING SCHEDULE (when/where): _____

_____

COSTS PER YEAR: Member_____ Student_____ Journal_____

NAME OF ORGANIZATION/JOURNAL: _____

_____

ADDRESS AND TELEPHONE NUMBER: _____

_____

REGIONAL/NATIONAL MEETING SCHEDULE (when/where): _____

_____

COSTS PER YEAR: Member _____ Student_____ Journal_____

DEVELOPING A RESOURCE LIBRARY

Borko and Goldstein in their chapter on developing a resource library from the NAFSA publication Professional Integration describe it as follows:

> "Library and information centers are important resources for students wishing to study abroad and for graduates returning home from abroad. If students assume active roles in developing the collections at their local resource libraries, they will benefit greatly from these activities. Studying abroad provides students with access to a great variety of information resources, both bibliographic and personal, that can help enrich the local information centers. Therefore, before beginning their study abroad, students should familiarize themselves with local information resources so they can help improve collections for the benefit of themselves and others. Good library and information resources and continued use by professionals in developing countries will facilitate and improve the quality of the work and research performed."

They describe steps foreign scholars can take both during their stay in the United States and after they return home, to make significant contributions to the development of a good resource library.

While you are in the U.S.A.:

1. Attend the library orientation or take a course that will facilitate your use of the library and other information retrieval systems available at your university.

2. Continually work at identifying, selecting and acquiring relevant resource materials. Use not only your own research, but materials you receive in classes and professional meetings. Sponsors will often pay for relevant course materials such as textbooks and syllabi.

3. Acquire bibliographic materials through coursework, and as prepared by other students for class assignments. Ask your professors to help you.

4. Contact your embassy, and if possible the scientific or educational attaches for help and support in collecting relevant bibliographic materials.

5. Contact key people in your field either by phone or by letter asking them to channel bibliographic materials to you or your local resource library after you have returned home.

6. Maintain memberships in professional organizations. Be sure to give them change-of-address cards before you depart for home, and ask about the existence of local chapters of the organization in your country.

After you return home:

1. Visit your resource library and share materials with them that you have not already sent, or arranged to have sent.

2. Examine the content of the resource library and identify gaps in the materials available. Prepare a list of recommended resources and give it to the librarian as soon as possible.

3. Donate a copy of your thesis or dissertation (if applicable) to the library. The library, in turn, should notify the national agency responsible for maintaining an index of information on that topic, so the research can be available throughout the country.

4. Notify the library information specialist of the materials you acquired while studying abroad so they will be able to refer other users to your collection.

5. List your name and address with the resource library, including a description of your specialty. The library will then be able to:

    A. Call upon you to act as a specialist or consultant, as necessary.
    B. Call upon you to talk to students who are considering study at your institution, or in your field.
    C. Inform you of alumni groups or meetings of other graduates who have studied at other universities.

6. Share lists of specialists and colleagues and other information that you collected while abroad so they can expand their resource base in your field of specialty.

It is very important for you to understand your role in developing the resource base in your library at home. It is impossible for most libraries to stay abreast of the latest information if they do not have the input of specialists such as yourself.

The following worksheets will assist you in cataloging important reference materials as you identify them. The categories listed below are those described by Borko and Goldstein as necessary components for the development of a complete resource library:

1. A basic reference collection, including dictionaries, directories and handbooks.

2. A core collection of:

    A. Books
    B. Selected technical reports
    C. Journals
    D. Conference Proceedings

RESOURCE LIBRARY, continued.

E. Selected abstracting and indexing services
F. Relevant dissertations and theses, particularly those by returned graduates
G. Information about research in progress and meetings
H. Catalogs of publications

3. Other materials such as patents and translations.

From: Professional Integration, A Guide for Students from the Developing World. National Association for Foreign Student Affairs, 1983.

Note: Collect relevant bibliographies in this notebook.

LIBRARY RESOURCES Topic or Category: _____

_____

TITLE: _____

AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

PAGES: _____ CATEGORY: _____

COMMENTS:

_____

TITLE: _____

AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

PAGES: _____ CATEGORY: _____

COMMENTS:

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TITLE: _____

AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

PAGES: _____ CATEGORY: _____

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AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

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LIBRARY RESOURCES Topic or Category: _____

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TITLE: _____

AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

PAGES: _____ CATEGORY: _____

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TITLE: _____

AUTHOR: _____ YEAR: _____ COST: _____

PUBLISHER: _____ ADDRESS: _____

PAGES: _____ CATEGORY: _____

COMMENTS:

"The ideal thing is to learn more about the USA before we come here. Our view of America is what we see on TV and in films. For one thing, if I write back home and tell them this town is so quiet, they don't believe me! They don't believe that there are only 3 nightclubs." (M.M., Kenya)

ALUMNI NETWORKING

Ideally every foreign student coming to the United States to study would have an alumnus (former student) from the institution they will be attending to help them prepare for the experience. This is not possible in many instances, and unfortunately it often does not happen when it could.

Alumni are not only valuable before you leave home, they can be a special source of support after you return to your home country as well. Corresponding with them prior to your return home can familiarize you with current conditions in your home country, and even provide information and advice about the job market, if you are looking for employment.

Your International Office should be able to assist you in securing a list of alumni from your country, and their area of specialty. In addition to correspondence before returning home, the list should enable you to contact alumni after you return. Is there an alumni group in your country? Are any of the alumni professionals in your field? Can they help you identify resources to help you work more effectively? Can they provide moral support when you need to talk to someone with a similar experience?

One of the most important roles alumni can play after you return home is to help you through the difficult and predictable readjustment to your home culture. They will have been through the process themselves, they will know the places you spent your time, and they might even know some of the same people. They will understand when you want to talk about your experiences...even when your family and friends may not.

Your role as an alumnus after your return home is an important one as well. Perhaps you can help other prospective students, maybe you will want to encourage them to attend your alma mater, or talk to them about study in the U.S.A. You may have the opportunity to assist in the development of an alumni organization in your own country or region, or to start a professional society with alumni of other universities.

ALUMNI NETWORKING, continued.

Schedule an appointment to talk with your foreign student advisor. Ask him/her to help you get started developing your alumni network. Be sure to go to your university alumni office and ask them to put your name on their mailing list...many universities forget to include their foreign alumni.

ALUMNI NETWORK

NAME:

ADDRESS GIVEN:

TELEPHONE: YEAR(S) AT UNIV.:

FIELD OF SPECIALTY, DEGREE:

NOTES:

NAME:

ADDRESS GIVEN:

TELEPHONE: YEAR(S) AT UNIV.:

FIELD OF SPECIALTY, DEGREE:

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ALUMNI NETWORK

NAME: _____

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ALUMNI NETWORK

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ALUMNI NETWORK

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TELEPHONE: _____ YEAR(S) AT UNIV.: _____

FIELD OF SPECIALTY, DEGREE: _____

NOTES:

Maintaining Good Communications

"The difference between people who have worked before studying outside their country, and those who have not, is very noticeable. Those who have worked are more in touch with reality. One thing I'd like to encourage foreign students to do while they're here is to communicate with people back home. Stay in touch with what is going on. You come here and completely forget what it is like back home. Then when you return you are completely out of "synch"...it is a total shock.

We must continually remember that we must go home. Doing things like celebrate independence days and other things that we normally do helps us remember."
(M.M., Kenya)

COMMUNICATION WITH HOME

> A student preparing to return home after finishing his degree stopped by the international office to fill out his departure form and to say goodbye. When asked whether or not he was anxious to get home and see his family, he replied with a less than enthusiastic response.
>
> Curious about why his reply was not the more typical "I can't wait!', his advisor asked him what was wrong. He confided that he was afraid to go home because he had not written to his wife in three years.

Happily, although this story is true, it is not typical. When asked, many foreign students will say they write home much more often than that. Some will admit that they do not do much better than the fellow described above. Somewhere between writing every day and writing every three years, there is a happy medium. While most people maintain regular post or telephone communication with their families, they forget to correspond with their employers, sponsors, and others who will comprise their professional "support group" when they return home.

Professionals who have been through the re-entry process will readily tell you that maintaining communication with home is one of the most important aspects of being able to resume their work with a minimum of difficulty and a maximum of effectiveness. Regular communication with your professional counterparts means that you will be better informed about changes in your organization's power structure, perhaps you will be forewarned about changes in your job responsibilities, and you might find out that your department has a new microcomputer that will enable you to process your data if you take the right software home with you.

Maintaining close contact with your family is also an important part of your responsibility to communicate with your home country. The adjustment to your family is often a trying experience after a year or more away. Perhaps you will lose some of your ability to operate independently when you return home because decisions must be processed through other family members. Often the family has changed over time, but not as radically as you have changed during your experience abraod. If you know what has happened over the period of tim

you have been gone, and you attempt to keep them informed of the experiences you have had, you may find the adjustment process a little easier.

COMMUNICATION PLAN

Decide WHO you need to communicate with during your stay.

WHY you need to stay in touch with them.

WHAT you need to say to them or send them.

and WHEN you need to communicate with them... then DO IT! Use this form to keep a log of your correspondence.

WHO/WHERE:	WHAT/WHY:	WHEN:	DATE SENT:

COM[redacted]ICATION PLAN

WHO/WHERE	WHAT/WHY:	WHEN:	DATE SENT:

-111-

ADDRESSES

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Part III Preparing to Go Home

"I think one problem of many international students is that they just continue doing what they did when they were studying in the US. I'll give you an example of a fellow at home. He did his Ph.D. in the US on cholorides in soil and went home and continued doing his research back home on chlorides. We don't have any problems with chlorides at home.

We need to be able to diagnose problems in our countries and use the tools and skills we learned in the US to solve our problems. I think anyone who comes directly to the US for study from school will have a different view of diagnosing problems than those who have spent a couple of years working at home before they continue their education." (S.A., Pakistan)

"There have been a lot of instances where people got degrees and went home, and when they were asked to confront practical situations, they really couldn't deal with them, so some people end up just sitting behind their desks, and not really sharing their knowledge." (T.L., Kenya)

WHEN I RETURN HOME I EXPECT...

This is a "forced choice" exercise. Read the statement at the left and respond with either STRONGLY AGREE or STRONGLY DISAGREE. You must choose one or the other.

WHEN I RETURN HOME I EXPECT TO HAVE...	STRONGLY AGREE	STRONGLY DISAGREE
1. A nicer house.		
2. A higher salary.		
3. A car (or a nicer car).		
4. Greater status in my community.		
5. A better job.		
6. More opportunities.		
7. More relatives asking for money.		
8. Greater responsibilities at work.		
9. More freedom.		
10. More household equipoment and furnishings		
11. Greater responsibilities with my family.		
12. More household help.		
13. Greater independence.		
14. Pressure to be a leader.		
15. Greater status in my job.		
16. More worries.		
17. More free time.		
18. More pressure.		
19. More respect.		
20. A better support network for my profession.		
21. Colleagues in my field with whom I can discuss my work.		
22. The facilities and supplies I need to do my work.		
23. More opportunities for professional development.		
24. More opportunities to apply what I have learned.		
25. Better opportunities to help others realize their professional goals.		

FORCED CHOICES...

Forced choice exercises are designed to "force" you to take a stand, and examine how your really feel about an issue. The issues described here focus on what your expectations are for your return home.

1. Which of the prospects described are most important to you?_____

2. Which of the prospects do you like least?_____

3. Which of your expectations will be hardest to meet?_____

4. How realistic are your expectations? _____

5. How can you prepare to meet them?_____

"We tend to be more formal in my country. You can't just walk into someone's office and get things done like that. You have to present it in a well-mannered way and give them time. It's not that they won't do it, but they don't like to be rushed.

We have lots of staff members coming back from the US or other countries. When they come to the staff meetings, they often see regulations that should be changed. Right away they say "This is dumb" and they have some bright idea. People just let you talk and talk. People have been using these rules for a long time, and have debated them in numerous meetings.

I went back with great ideas and said, "Hey, why don't we do this?" You come back "charged" and want to get things moving. You may feel people aren't paying attention to you. It's just that they want you to come back and learn the program first, and how it has changed while you were gone. That may be frustrating, but funds for what you want to do may not be available and the computers may not be as up-to-date, and so on."

(B.M., Botswana)

WHY SHOULD I BE WORRIED ABOUT GOING HOME? IT IS NOT A FOREIGN COUNTRY!

People who have lived abroad often find that the adjustment to returning home is more difficult than their adjustment to the foreign culture. Why? Once again, expectations play a major role. We expect to have some difficulty when we go to a new place, speak a different language and learn the rules of a different culture...but home?..we know that place!

While you may know your home, what you do not know after being gone for a period of time is that you have changed and had new and interesting experiences. They have changed too. Although Aunt Mary's operation may not be as interesting to you as seeing New York or the Grand Canyon, it is just as important to her as your experiences were to you...and describing your experiences may be as uninteresting to her as hers are to you. The world may have changed, but it did not stop because you spent one, two or three years away from home.

What can you do to prepare?

Here are suggestions offered by previous sojourners:

1. Be prepared for an adjustment process. Give yourself time to work through what you are feeling, and give your family time for the same.

2. There is a child's game called "what is wrong with this picture"...it is a drawing that looks normal...a tree with a bird, a house with a door and windows, etc. What you find as you look carefully is that there is a shoe drawn in the tree, but you cannot see it immediately, and there is a lamp in the bushes outside the house. The items are out of place, but cleverly hidden.

   Going home may feel the same way. Everything will look and feel familiar, but you may also feel that there is something out of place, you just cannot see it at first glance. It will be helpful to take time out occasionally to think about what you are feeling, and how your view of your familiar home and culture have changed...and why.

3. Just as when you came to the United States, you will be more aware of how your home looks when you go back. You will have a heightened sense of awareness that will last just a short time. Take advantage of that time by writing your perceptions on paper. Look at it later, and think about why you noticed the things you did, and how your perceptions changed because of your experience in another culture.

4. Upon return people report that everyone says "Tell me about your trip"... then they listen for a few minutes and tell about the new engine they put

in their car, or about Cousin John's wedding party. After a while they do not ask at all! Learn to give short responses, focusing on just one or two ideas about what you did while you were abroad. You might like to write some ideas down even before you leave. Save your long discussions for those who have been in the U.S.A., or are alumni of your institution, or for helping prepare students coming to the U.S.A.

OTHER IDEAS:

5. Try to remember to respond slowly when you first return to your home and work. Do not try to change the way they do things because you saw a "better" way. Show them that you appreciate the way things are done locally, and as opportunities arise to integrate your new knowledge with the way things are done traditionally, do it. There is an old saying... "You cannot push the river." Try to go slow and easy.

6. Reserve judgement. Give yourself time to process what you learned, and think through the larger impact of introducing new ways of doing things. What works in one situation, may not work in another. Pick ideas that will work well for you, and disgard those that will not. Try new things ...but not immediately!

7. Try to be sensitive to other people's feelings. Are they really not interested in your experiences, or are they jealous because they have been waiting years for the same opportunity?

8. Try not to idealize the United States, or criticize your own country...and vice-versa. Attempt to remain objective. Be careful about how you phrase your comments and criticism about your country. Many foreigners are shocked when they come to the U.S.A. about how free Americans are to criticize. Do not forget that it may not be acceptable to do the same at home.

9. Expect a time of adjustment. Do not assume that because you are home the personal changes you have made will not pose some necessary adjustments. Remain flexible, keep laughing and try not to do too much too fast.

10. Find alumni, graduates of other institutions in the U.S.A. or other countries, or Americans to discuss your experiences with. They will probably welcome the chance to talk about their experiences too. Write your ideas and feelings to a friend if you cannot find someone locally to talk with.

FOOLING OURSELVES

Why would you make your re-entry adjustment more difficult than it needs to be? That is a very good question! Nobody wants to make things more difficult, but we sometimes do exactly that by denying what you will find back home. Here are some examples...they can be both positive and negative. Do any sound familiar?

POSITIVE DENIAL: Myths we tell ourselves...

1. I should be able to cope easily because it is my own culture. I will not have any adjustment problem.
2. I can pick up my personal relationships where I left off.
3. Everything is great back home.
4. Everything will be the same as it was when I left.
5. I will not experience re-entry culture shock.
6. The adjustment process should last no more than three months.
7. People will be interested in hearing about my exciting experiences in America.
8. Things work better back home.

NEGATIVE DENIAL: Making yourself more miserable than you need to...

1. I know I am not going to like it back there.
2. The change is going to be so overwhelming, I will not be able to cope.
3. I should not be feeling so depressed, upset, disorganized, etc. ...
4. I know I am going to be so lonely when I go home.
5. No one can understand what I am going through.
6. Everyone is ahead of me now.

WHAT CAN YOU DO?

1. Be honest with yourself. Are you idealizing home? Are you painting the picture too negatively?
2. Make an effort to think about your feelings, and STOP yourself when you begin to think in terms that are not helpful.

FOOLING OURSELVES, continued.

3. Talk to others about what you are feeling. Use those who have been through the re-entry process as a sounding board...let them tell you about their experiences. You can share how you are feeling about going home.

Adapted from: Peace Corps Close of Service Workshop Materials

"MOVING ON" EXERCISE

Complete the following sentences with your own words. You may write whatever comes to your mind. You and a friend may want to take turns responding to these verbally, following it with a discussion of what you are feeling about going home.

1. When I think of leaving, I feel...

2. My experience here has been...

3. For me America means...

4. The things that I will miss are...

5. The things I will be happy to leave behind are...

6. When I talk to other students about leaving, they...

7. When I talk to my American friends about leaving they...

8. When leaving a place I usually...

9. The easiest point of leaving for me will be...

10. Before I leave I really want to...

continued...

"MOVING ON" EXERCISE, continued.

11. The most stressful part of leaving will be...

12. When I think of returning to my country I feel...

13. I will be going back to...

14. I expect that for me the process of returning will be...

15. I think my family will expect me to...

16. For a career I hope to...

    If this does not work out, I will...

17. I expect that my friends at home will...

18. Regarding money, I am going to be...

19. Going back will enable me to...

20. I think the hardest part of going back for me will be...

21. I think the easiest thing for me to handle will be...

continued...

"MOVING ON" EXERCISE, continued.

22. I am really looking forward to...

If your family is here with you:

23. When I talk to my spouse about leaving he/she...

24. I think that for my spouse leaving will be...

25. I think that for my spouse returning will be...

Adapted from: Peace Corps Close of Service Workshop Materials
Developed by Bo Razak, 1981

PREDEPARTURE CHECK LIST

Use this list to help organize your plans for returning home. Use the following page to create your own check list. It will help you work more efficiently!

	TO DO	DONE
1.	Fill out forwarding address forms at the Post Office.	
2.	Request "change of address" postcards from the Post Office. Send them to your friends.	
3.	Contact the phone company to disconnect your telephone. Sell your telephone set if you purchased it, return it if you leased it.	
4.	Call your long distance company to be sure all of your telephone calls have been paid for.	
5.	Clear all of your accounts. Leave money with a trusted friend if bills are still outstanding. Notify your creditors that you are leaving and give them the name of your friend who should pay the bill if they cannot clear it at that time.	
6.	Close your bank account. Purchase traveller's checks if you will need them.	
7.	File any medical insurance claims that are still outstanding. Pay the balance that you owe. Leave copies of the forms with your sponsor or the International Office, in case there are questions about payment.	
8.	Sell your automobile if you have one. Be sure to have the title transferred before you leave. If that is not possible, sign a "power of attorney" form and leave it with the person selling your car. DO NOT leave your license plates on the car, no matter how good a friend bought it, unless your state law requires you to do so.	
9.	Clear your student account so your diploma and/or transcripts can be released.	
10.	Order transcripts if you will need them. Order and pay for extras if there is a charge so you will not need to find foreign currency to pay for them after you return home.	
11.	Make arrangements to have your diploma sent to you if you do not receive it before departing.	
12.	Fill out departure forms in the International Office, and leave them your permanent home address. If you will be travelling for more than a few days on the way home, leave your itinerary and if possible, telephone numbers where you can be reached in case of an emergency.	

continued...

PREDEPARTURE CHECK LIST, continued.

	TO DO	DONE
13.	Leave your permanent home address with your department, faculty advisor and others who might wish to be in contact with you. Return department keys.	
14.	Check out of your apartment. Leave a forwarding address with the manager. Return your keys and request the return of your security deposit.	
15.	If you are taking a computer or other "high-tech" equipment home, fill out the necessary customs documents.	
16.	Give the university alumni office your permanent home address. Ask them to put you on their mailing list.	
17.	Get a supply of university applications, catalogs and other materials to give your friends. Ask the admissions office if they will mail the materials to you directly.	
18.	Return borrowed household items to the place you borrowed them. If you have items to pass on, donate them to your university loan closet for foreign students, or ask your friends to share them with new arrivals.	
19.	Do not "sneak" out of town! Call or visit your friends before you go home. Be sure to express your thanks to your host family if you had one.	
20.	Determine shipping regulations to your home country by asking the Post Office. (Every country has different requirements, and they change from time to time...be sure you look them up.) Ask about special rates for mailing books.	
21.	Check with the airline you will be flying home for specific regulations on the weight and size of suitcases, excess baggage, air freight and costs. If you are not checking you baggage through to your ultimate destination, be sure to ask what the baggage regulations are for your intermediate stops. The regulations can vary by country and by carrier.	
22.	Determine regulations on the size, weight and content of boxes if you are sending your belongings home by sea mail. Compare the costs of sending things home by post, by air freight, and by hiring a shipping company. Consider the length of time it will take for the parcels to arrive, and any potential damage to equipment, books, etc.	
23.	Make arrangements for transportation to the airport early, particularly if you have a lot of baggage. Plan to arrive at the airport AT LEAST 2 HOURS EARLY.	

continued...

PREDEPARTURE CHECK LIST, continued.

	TO DO	DONE
24.	Consult your embassy or consulate to determine what customs regulations you will need to consider when taking your belongings home.	
25.	Notify your family of your arrival, don't surprise them! They need time to prepare for your return home too.	
	Others:	
26.		
27.		
28.		
29.		
30.		

CREATE YOUR OWN CHECK LIST

Prioritize your tasks:
A= High priority
B= Medium priority
C= Low priority

NO.	TO DO	DATE	PRIORITY	DONE
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CREATE YOUR OWN CHECK LIST

Prioritize your tasks:
A= High priority
B= Medium priority
C= Low priority

No.	TO DO	DATE	PRIORITY	DONE
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CREATE YOUR OWN CHECK LIST

Prioritize your tasks:
A= High priority
B= Medium priority
C= Low priority

NO.	TO DO	DATE	PRIORITY	DONE
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CREATE YOUR OWN CHECK LIST

Prioritize your tasks:
A= High priority
B= Medium priority
C= Low priority

NO.	TO DO	DATE	PRIORITY	DONE
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WHAT YOU VALUE MAKES A DIFFERENCE

What we value is tied to our culture, as well as to our own personal goals. New experiences shape our attitudes and values, and therefore the experience of living in a foreign culture can change the way we view the world, and our values.

The following values exercise is designed to help you identify the contrast areas that exist between values held important in one culture, and those held to be important in another. Assign a number to each of the contrast areas listed...the total of which must equal ten.

A second copy of this exercise is provided so you can repeat it before you return home, and examine how your attitudes and values may have changed during your stay in the United States.

VALUE ORIENTATION CONTRASTS

Adapted from Janet and Milton Bennett, Intercultural Communication Training

Assign each pair of value contrasts listed below a number, the sum of which must equal 10. Indicate how you personally feel about each of the value contrasts listed. For example, you may feel that you are most comfortable with a group orientation, so you would assign it a number 8, while you are less comfortable with the individual orientation so you would assign it a 2. The total of the two numbers must equal 10. There are no right or wrong answers to this exercise, just as values cannot be judged in terms of "right" or "wrong".

1. _____ I am more comfortable identifying with a group.
   _____ I am more comfortable identifying as an individual.

2. _____ I think there is greater value in thinking.
   _____ I think there is greater value in doing.

3. _____ I am comfortable with the emphasis on competition.
   _____ I am comfortable with the emphasis on cooperation.

4. _____ I am part of a rigid class system.
   _____ I am not a part of any class system.

5. _____ I believe in equality in role relationships.
   _____ I believe there is nonequality in role relationships.

6. _____ I believe time is to be enjoyed.
   _____ I believe time is to be controlled.

VALUE ORIENTATION CONTRASTS, continued.

7. _____ I think I should be direct in interpersonal encounters.
   _____ I think I should be indirect in interpersonal encounters.

8. _____ Man is in harmony with nature.
   _____ Man controls nature.

9. _____ Man is innovative.
   _____ Man is slow to change.

10. _____ I tend to think in direct thought patterns.
    _____ I tend to think in indirect thought patterns.

11. _____ Fate determines my future.
    _____ Work determines my future.

12. _____ Success is determined by the accumulation of material goods.
    _____ Success is determined by harmony with others.

13. _____ Life is slow paced.
    _____ Life is fast paced.

14. _____ I am most comfortable with formality in behavior.
    _____ I am most comfortable with informality in behavior.

15. _____ I feel that the majority of my relationships are superficial.
    _____ I feel that the majority of my relationships are deep.

16. _____ I would need a mediator to reach reconciliation in a dispute.
    _____ I would need to reach reconciliation in a dispute through direct negotiation.

17. _____ As a person at the "top" I must accept responsibility.
    _____ As a person at the "top" I must find who is to blame at the lower levels.

18. _____ My extended family influences my life most.
    _____ My nuclear family influences my life most.

VALUES ORIENTATION

Cultural values have been defined as attitudes which predispose an individual to action. Do you feel that what motivates you to action might have been altered by your stay in the United States? In what ways?

How do you think changes might impact your relationships with your family?

How do you think changes might impact your professional relationships?

Think of ways you might prepare yourself for coping with these changes.

VALUE ORIENTATION CONTRASTS MAP

Map the results of your first value orientation contrast using an X to indicate the results. Map the results of your second value contrast with a circle around the number. Have your values been changed as a result of living in the U.S.A.?

1.	Group Identification	[1[2[3[4[5[6[7[8[9[10]
	Individual Identification	[1[2[3[4[5[6[7[8[9[10]
2.	Greater Value in Thinking	[1[2[3[4[5[6[7[8[9[10]
	Greater Value in Doing	[1[2[3[4[5[6[7[8[9[10]
3.	Emphasis on Competition	[1[2[3[4[5[6[7[8[9[10]
	Emphasis on Cooperation	[1[2[3[4[5[6[7[8[9[10]
4.	Rigid Class System	[1[2[3[4[5[6[7[8[9[10]
	No Class System	[1[2[3[4[5[6[7[8[9[10]
5.	Equality in Role Relationships	[1[2[3[4[5[6[7[8[9[10]
	Inequality in Role Relationships	[1[2[3[4[5[6[7[8[9[10]
6.	Time is to be Enjoyed.	[1[2[3[4[5[6[7[8[9[10]
	Time is to be Controlled.	[1[2[3[4[5[6[7[8[9[10]
7.	Directness in Interpersonal Encounters.	[1[2[3[4[5[6[7[8[9[10]
	Indirectness in Interpersonal Encounters.	[1[2[3[4[5[6[7[8[9[10]
8.	Man is in Harmony with Nature	[1[2[3[4[5[6[7[8[9[10]
	Man Controls Nature.	[1[2[3[4[5[6[7[8[9[10]
9.	Man is Innovative.	[1[2[3[4[5[6[7[8[9[10]
	Man is Slow to Change.	[1[2[3[4[5[6[7[8[9[10]
10.	Direct Thought Patterns	[1[2[3[4[5[6[7[8[9[10]
	Indirect Though Patterns	[1[2[3[4[5[6[7[8[9[10]
11.	Fate Determines Future	[1[2[3[4[5[6[7[8[9[10]
	Work Determines Future	[1[2[3[4[5[6[7[8[9[10]
12.	Success means material accumulation.	[1[2[3[4[5[6[7[8[9[10]
	Success means harmony with others	[1[2[3[4[5[6[7[8[9[10]
13.	Life is slow paced	[1[2[3[4[5[6[7[8[9[10]
	Life is fast paced	[1[2[3[4[5[6[7[8[9[10]
14.	Formality	[1[2[3[4[5[6[7[8[9[10]
	Informality	[1[2[3[4[5[6[7[8[9[10]
15.	Superficial Relationships	[1[2[3[4[5[6[7[8[9[10]
	Deep Relationships	[1[2[3[4[5[6[7[8[9[10]
16.	Mediator for Disputes	[1[2[3[4[5[6[7[8[9[10]
	Direct Reconciliations	[1[2[3[4[5[6[7[8[9[10]
17.	Person at the "top" responsible	[1[2[3[4[5[6[7[8[9[10]
	Person at the bottom to blame	[1[2[3[4[5[6[7[8[9[10]
18.	Extended family is influential	[1[2[3[4[5[6[7[8[9[10]
	Nuclear family is influential	[1[2[3[4[5[6[7[8[9[10]

MANAGING YOUR CONCERNS

Inventories of re-entry problems have been grouped into five major categories: Cultural, Social, Political, Educational, Professional. List some of the problems you anticipate in each of the areas below.

Cultural Adjustments

Concerns:

Social Adjustments

Concerns:

National/Political Adjustments

Concerns:

continued...

MANAGING YOUR CONCERNS, continued...

Educational Adjustments

Concerns:

Professional Adjustments

Concerns:

Other Adjustments

Concerns:

continued...

INVENTORY OF REENTRY PROBLEMS

(From "The American Educated Foreign Student Returns Home." Teachers College Record, 1959, 60, pp.191-197./ University of Texas Janus program with amplification by Nobleza Asuncion Lande.)

After writing your own perceptions of problems you may encounter upon return, look over the list that follows. The issues presented are those described by others. Do they seem familiar? Talk them over with your friends before you go home...are they problems you might encounter at home? Are there others not included?

Cultural Adjustments

1. Identity problems
2. Adjustment to changes in life style
3. Family and/or community pressure to conform
4. Adjustment to a pervasive quality of envy and distrust in interpersonal relationships
5. Adjustment to having friends and family near
6. Adjustment to changes in family and friends
7. Adjustment to a daily work routine
8. Adjustment to rigid or stereotyped male/female roles

Social Adjustments

1. Adjustment from the individualism of North American life to a more family-centered lifestyle in the home country
2. Feelings of social alienation as a result of the foreign sojourn
3. Feelings of superiority due to international experience and travel
4. Lack of amenities which were part of the U.S. experience
5. Dissatisfaction with ritualized patterns of social interaction
6. Frustration as a result of conflicting attitudes and values

Linguistic Adjustments

1. Adoption of speech mannerisms which may be misinterpreted by people at home
2. Adoption of verbal/non-verbal codes not familiar to people at home
3. Absence of colleagues who speak/understand the same "code"
4. Unfamiliarity with new forms of communication of stypes of expression as a result of being away from home

National/Poltical Adjustments

1. Changes in poltical conditions
2. Shifts in national priorities/policies
3. Adoption of new political views
4. A political climate not conducive to profesional activity and/or advancement
5. Dissatisfaction with the poltical climate
6. Changes in bureaucratic leadership
7. Observed lack of national goals, or lack of progress toward achieving goals
8. Politicization of office and/or colleagues

continued...

INVENTORY OF REENTRY PROBLEMS, continued

Educational Adjustments

1. Inability to reconcile aspects of American education to education at home
2. Relevance of American education with home country situation
3. Fulfillment of objectives (expectations) during stay in America
4. Absence of profesional education programs and support groups to keep up with new developments and knowledge in professional field
5. Level of training/content of training inappropriate

Professional Adjustments

1. Inability to work in chosen field
2. Placement in inappropriate field/job
3. Facing a glutted job market
4. Inability to communicate what was learned/ lack of skills in technology transfer
5. Resistance to change by colleagues
6. Feelings of superiority due to foreign training
7. Nonrecognition of American credentials
8. Jealousy of colleagues
9. High expectations
10. Concern with quick material success
11. Being perceived as a threat by supervisors and fellow workers
12. Lack of necessary tools to carry out job responsibilities
13. Unwillingness/lack to skill to carry out job creatively when conditions are difficult

Look back over the list that you made. What can you do to prepare yourself to cope with some of the adjustments you have identified? There is evidence to support the fact that if you are prepared for potential problems, you will be better able to cope with them if or when they arise because they do not surprise you.

While adjustments may be painful, it sometimes helps to remember that it is a part of a process that means you are changing and adjusting to your new environment. Try to think positively...perhaps it will help to remember that the lists above were developed by others who had similar experiences. You are not alone!

MY FIRST IMPRESSIONS OF HOME AFTER _____ YEARS/MONTHS AWAY.

Take advantage of your new perceptions of home after being away for a long time.

WHAT DO YOU SEE THAT SEEMS DIFFERENT?

WHY DO YOU THINK YOU NOTICED THESE THINGS?

HOW ARE YOU FEELING ABOUT BEING HOME?

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